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ABSTRACT

A study determined if reading aloud to fourth-grade students would have a positive effect on their attitudes toward reading, and if there would be a difference between the attitudes of boys and girls. In Jersey City, New Jersey, 28 fourth-grade students were read aloud to on a daily basis for 15 minutes over 14 weeks. A pretest and posttest were given using the Estes Scale to Measure Attitudes toward Reading. The results indicated that reading aloud to fourth-grade students does not significantly result in positive change of their attitudes toward reading. Results also indicated that reading aloud affected boys' attitudes toward reading in a positive way, while girls' attitudes were affected negatively. While these differences were not statistically significant, they beg for further research to determine if boys and girls do in fact have different responses to being read to. Another implication of the study is that teachers should be aware of their students' attitudes toward reading. This study spanned a fairly short period of time; a longer study could reexamine the hypotheses of this study. Admittedly, reading aloud to students will not solve all the problems, but it may be one of the most important paths toward creating a positive attitude. (Contains 3 tables of data, 50 references, and related literature. Attached are the "Estes Scale" and pretest/posttest scores). (Author/TB)

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ED 394 124

The Effect of Reading Aloud On A Student's Attitude Toward Reading in Fourth Grade

by

Joanne B. Piotrowski

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ABSTRACT

The purpose of this study was to determine if reading aloud to fourth grade students would have a positive effect on their attitutdes toward reading, and if there would be a difference in the attitudes of boys and girls. Twenty-eight 8-9 year old fourth grade students were exposed to read aloud sessions on a daily basis for fifteen minutes for a fourteen week period in Jersey City, New Jersey. A pretest and posttest was given using Estes Scale to Measure Attitudes Toward Reading.

The results indicated that reading aloud to fourth grade students does not significantly result in a positive change of their attitudes toward reading. Results also indicated that there was not a significant difference between boys and girls attitudes toward reading.

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At the time when students begin to read on their own, many teachers stop reading aloud to them. Of prime importance in an elementary reading program should be the goal of developing a permanent interest and a favorable attitude toward reading. In a speech, "The Right to Read: Target for the 70's," former Commissioner of Education, James E. Allen, Jr. (1969), included the development of a desire to read as an essential complement to the development of the stills of reading, cited in Hall (1971):

> It must be recognized also, however, that for the majority who do acquire the basic reading skills, there can also be a barrier which limits the fulfillment of their right to read. This barrier exists when the skill of reading is not accompanied by the desire to read. We fail, therefore, just as much in assuring the right to read when the desire is absent as when the skills are missing. (pp. 31-37)

Many teachers in the middle grades make little time in their class schedule for reading aloud to their students. Hall's investigations in 1971 showed fewer than half of the teachers (46%) surveyed read to children on a regular basis. A review done by Hoffman, Roser and Battle (1993) concluded that reading aloud is not an integral part of the instructional day and may not be realizing its full potential. Reading aloud in elementary classes, while more prevalent than in the past, may still not be of sufficient quality to engage pupils fully within their literacy group or to maximize literacy growth. Exposure to a story increases the desire to read. Students should be routinely read to, by their teachers, so the development of a permanent interest in reading will not be left to

chance. There is a need to improve the quantity and the quality of literature experiences and this must receive attention from the teachers. The teacher's role must be one that aids in the development of attitudes toward reading and allow the students to stretch their imaginations and minds through reading aloud. Teachers have a powerful influence on the student's feelings toward reading. According to Roberta L. Berglund (1971), the teacher is an important factor in the development of feelings of competence and interest in reading.

Reading aloud in the classroom is of far greater value than generally supposed. Not only is it a means of introducing students to good literature, but also it is a tool for growth in specific reading areas. According to Cynthia Butler (1980), reading scores will improve as a result of a regular reading aloud program. McCormick (1977) cited studies which enabled her to state, "Research now provides evidence of the direct relationship between reading aloud to children and reading performance, language development and the development of reading interests" (p. 143). She mentioned classic studies by such researchers as Chomsky, Cohen and Durkin, whose findings showed that reading aloud to children of preschool and elementary age improved vocabulary, comprehension, syntax, and fostered a richness of language unattainable otherwise. This evidence indicates that reading to children is an activity that should be scheduled regularly. High school students most often cited being read aloud to as the most important thing teachers did to promote their competence and interest in reading.

Interest, enthusiasm, enhanced vocabulary and higher-level thinking skills are benefits to be derived from read alouds and listening discussion activities in the middle grades. (Herrold, Stranchfield, and Serabian, 1987). Rudin Sims (in Jolly, 1980) writes that some of the many values in reading aloud to children are: it prepares them for understanding written language, expands their language and listening skills, introduces them to books too good to miss, expands their range of experience, and shows reading to be a pleasurable experience. Summing up what many have thought about the influence of reading aloud, Therese Bissen Bard (Jolly, 1980) says, "Reading aloud may be the single most potent factor in influencing response to literature." In view of the advantages and beneficial effects of reading aloud, it seems logical that teachers be made aware of its importance.

According to the Commission on Reading in Becoming a Nation of Readers (1984), reading aloud to students is credited as the "single most important activity for building the knowledge required for eventual success in reading" (p. 23). Because youngsters beginning in Grade 4 generally do no read widely, although capable of it, conventional wisdom suggests that reading aloud to students will result in positive gains, since some research regarding pre-primary and primary age children indicate that oral reading is a worthwhile practice (Cosgrove, 1988). Some children cannot read because of the lack of ability. Some children do not read because of the lack of ability. Some children do not read because of lack of materials, but, as reading educators, we should be

concerned with the phenomenon that some children simply do not like to read (Greaney and Neuman, 1983). If one agrees that it is important for children to foster positive feelings toward reading, and develop voluntary reading habits, then the reports show that a considerable number of children today choose not to read, despite their know-how, this should be a major cause for concern. Based on the research which exists in this area, positive attitudes with an increase in voluntary reading share a strong relationship with listening to oral reading in the primary grades. It is theoretically sound to extend the concept off reading aloud from young children to those in the intermediate grades (Cosgrove, 1988).

Holbrook (1985) cites a national assessment which shows a decline in reading proficiency and interest in reading beginning at grade four. She suggests that reading aloud to students may be one solution to reverse that decline and promote further literacy. Chambers (1973) and Kimmel (1983) as cited in Cosgrove (1988) summarize the need to read aloud to children by theorizing that it will promote reading interest and increase independent reading for intermediate grade students, as it seemingly does for younger children. Since permanent reading habits develop between the ages of ten and twelve, it is critical that teachers do everything possible to instill a love and respect for reading in children during that time period (Lamme, 1976).

HYPOTHESIS

To add information on this topic, the following study was undertaken. It was hypothesized that reading aloud to fourth grade students would not have a positive effect on their attitudes toward reading and that there would be no difference in the attitudes of boys and girls toward reading.

PROCEDURES

In order to confirm or reject the above hypothesis, a fourteen week study was conducted in one fourth grade at P.S. #37 in Jersey City, New Jersey. The participants in this study was twenty-eight 8-9 year old boys and girls in the fourth grade.

Before the reading aloud sessions began, the students were given the Estes Scale to Measure Attitudes Toward Reading as a pretest and individual scores were recorded.

During each day of the fourteen week study, the teacher read aloud to the students from various kinds of children's literature. The read aloud sessions were approximately fifteen minutes in length. They were conducted at the end of each school day in an informal atmosphere within the regular classroom of the students.

At the end of the fourteen week study, the students were given the Estes Scale to Measure Attitudes Toward Reading as a posttest and the individual scores were recorded. The student's scores for the pretest

and the posttest were subtracted from each other, so change in attitudes toward reading could be noted on an individual basis. Mean scores of the pretest and the posttest results were compared utilizing a t test to determine group differences. The mean scores of boys and girls were compared utilizing a t test to determine whether differences, if any, were significant.

RESULTS

The pretest and posttest results of the Estes Scale to Measure Attitudes Toward Reading are recorded in Table I below.

Table I

Mean, Standard Deviation, and t of Pretest and Posttest Results

	M	SD	t	Sig.
Pretest	75.42	13.86	- .27	NS
Posttest	76.38	11.90		

The mean of the raw scores as well as the standard deviation and the t test applied to the mean scores are shown here. As indicated in Table I, there was a mean difference in the pretest and the posttest results following the fourteen week time period of activity. This difference, however, was not significant as shown by a t of - .26.

Table II

Standard Deviation, and t
between Boys and Girls
Pretest Results

	M	SD	t	Sig.
Boys Pretest	73.35	15.21	- 1.05	NS
Girls Pretest	79.33	10.55		

Tables II and III show an analysis of the mean scores of the pretest and posttest between boys and girls as determined by the t test.

As indicated in Table II, the girls mean pretest score was slightly higher (4.95) than the boys mean pretest score. This difference was not significant as shown by a t of - 1.05.

As indicated in Table III, the girls posttest mean score was higher (2.57) than the boys posttest mean score. This difference was not significant as shown by a t of - .50.

Table III

Mean, Standard Deviation,
and t between Boys
and Girls Posttest Results

	M	SD	t	Sig.
Boys Posttest	75.53	11.30	- .50	NS
Girls Posttest	78.00	13.52		

As shown in Tables II and III, the boys posttest mean score increased slightly from the pretest score. The girls posttest mean score decreased slightly from the pretest mean score. Although there was a difference between these mean scores, it was statistically not significant.

CONCLUSIONS AND IMPLICATIONS

The results of this study indicate that reading aloud to fourth graders on a regular basis did not have a positive effect on their attitudes toward reading. There was a slight increase between the pretest and the posttest mean scores (.96), but this increase was statistically not significant. The results of this study also indicated that there was a slight difference between the boys and girls attitudes toward reading, but the results of the pretest and posttest were statistically not significant. Thus, the hypothesis set forth in this study was accepted.

Such finding have significant implications for future research to gain more insights on how reading aloud directly affects student's attitudes toward reading. There is a need not only for research to answer the question of whether reading aloud to children makes them have a more positive attitude toward reading but research that speaks to the more general question of what factors makes them interested in reading. Common sense tells us that children, like adults, will select leisure activities for which they hold positive attitudes. It appears that what children learn about reading is not limited to the cognitive domain. Affective dimensions of reading needs to be a focus of research.

Another implication resulting from this study indicates that teachers should be aware of their student's attitudes toward reading. There are a large variety of assessments that teachers can use to determine their student's attitudes toward reading. Knowing which students have negative or positive attitudes will help teachers take care to provide opportunities for the students to listen to and read books that will stimulate them to read more. The information that can be gathered though assessments, such as the Estes Scale to Measure Attitudes Toward Reading, can be used as a way to determine how students feel about reading prior to instruction. If we want the teaching of Reading to count, negative attitudes toward this potent skill must be changed. The development of positive attitudes toward reading should be an important object of any Reading Program.

This study spanned a relatively short period of time, fourteen weeks, and the read aloud sessions were conducted for fifteen minutes on a daily basis. An implication for further research could be done to explore if a positive change in attitude toward reading would be statistically significant if the read aloud sessions were conducted for a longer period of time and/or the read aloud sessions lasted for a longer amount of time.

A further implication to be considered would be to investigate the permanency of any attitudinal change, whether the change be a negative or a positive change in attitude toward reading.

The results of this study indicated that the girls pretest and posttest mean scores were higher than the boys mean scores. It is interesting to note that the boys posttest mean score increased from the pretest mean score, while the girls posttest mean score decreased from their pretest mean score. These findings have significant implications for additional studies. Further research is necessary to gain more information why reading aloud effected the boys attitude toward reading in a positive way, while the girls attitude was effected in a negative way. Such findings could have significant implications for future read aloud sessions, by identifying and controlling variables that have an effect on the development of a positive or a negative attitude for boys and girls.

Admittedly, reading aloud to students on a regular basis will not solve all the problems or give all the answers to how to develop a positive attitude toward reading, but it may be one of the most important paths toward creating a positive attitude. Reading aloud to children is too important an activity to be left to chance. Reading aloud requires a considerable investment in time, skill, and resources. Commitment to a quality read-aloud experience is needed. It needs to be a planned part of the curriculum.

A great deal more needs to be learned about reading aloud so that it can aid in the development of a positive attitude toward reading. Until more attention is focused on reading attitudes can we expect children to show significant improvement in their attitudes toward

reading. It is time to put more emphasis on developing a positive attitude toward reading.

The Effect of Reading Aloud

On A Student's Attitude Toward

Reading in Fourth Grade:

Related Literature and Research

Attitude is one of the most used yet ubiquitous terms in Social Science (Summers, 1976). Numerous technical definitions of attitude have been put forth. Campbell suggested in 1963 that psychologists use 80 concepts that share the operational definition of the concept of attitude. According to Campbell, as cited in Summers, 1976, all the concepts deal with phenomena that are acquired and that modify later responses of the organism. Perhaps the most influential definition has been that of Allport, presented in 1935. (Summers, 1976).

> An attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Shaw and Wright (1967) suggest attitudes are relatively enduring systems of covert, implicit affective and evaluative concepts or beliefs about characteristics of social objects or classes of objects. (Summers, 1976). Fishbein and Ajzen (1975) defined attitude generally as "a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object." Alexander and Filler's (1976) reading-specific definition is consonant with the perspective that attitude can be conceptualized along a continuum with positive and negative extremes. Reading attitude, they suggest, is a "system of feelings related to reading which causes the learner to approach or avoid a reading situation." (McKenna, Kear, Ellsworth, 1995). Finally, Good (1973) defined attitude as "the predisposition or

tendency to react specifically towards an object, situation, or value; usually accompanied by feelings and emotions; attitudes cannot be directly observed but must be inferred from overt behavior both verbal and nonverbal." (Cited in Kennedy and Halinski, 1975). Thus the development of attitudes precedes the development of interests. For the classroom teacher, this means that a positive attitude toward reading on the part of the student must be present before the goal of making students lifetime readers can be realized.

How then are attitudes acquired? Theoretical models which address attitude acquisition have been developed by reading researchers and psychologists. Three concepts are integral to a modern understanding of attitude: the beliefs an individual harbors in relation to the object, the behavioral intentions that concern the object, and the feelings the individual experiences because of the object. The presence of all three concepts is now typical and appears to mark an important consensus, whether they appear as components or as contributing factors. (McKenna, Kear, Ellsworth, 1995).

In reviewing the research on attitude acquisition, several theoretical models were consistently discussed in the literature. The Mathewson model (cited in Cuthem and Collins, 1992 and McKenna, Kear and Ellsworth, 1995) proposed that attitude is one of a set of factors influencing an individual's intention to read and in which the results of a given reading encounter are fed back to influence attitude. Mathewson's principal concern was with the role of attitude as a factor

during the act of reading and during the period when one learns to read. His model has implications for attitude acquisition in its identification of four factors: The major factors called "cornerstone concepts," including personal values, goals, self-concept and "persuasive communications," and the minor factors of cognitive and affective feedback from reading encounters. In Mathewson's view, attitude comprises feelings, action readiness, and belief. Two other factors are seen as contributors to the decision to read (or to continue reading): external motivators and the individual's emotional state. Mathewson (1976, 1985) developed the first model of reading to address the affective component of attitude (Cothern and Collins, 1992).

As reading researchers were proposing models which included the attitude component, psychologists were also interested in identifying the components which contribute to attitude development. In 1975, Fishbein and Ajzen developed what has been known as the most prominent psychological model of attitude development as cited by Liska (1984). (Cothern and Collins, 1992). The model illustrates that expectations from one's culture have the greatest influence on beliefs, and that attitudes are the results of beliefs, finely-tuned by culture. This model views the development of attitudes as a product of information processing, yet processing takes time. Attitudes may not be altered as quickly as belief systems are altered. This is due to the fact that beliefs are usually formed as quickly as events occur. Over time, beliefs are generalized and incorporated into a broader conceptual network

representing the individual's understanding of cultural expectations and consequences regarding behavior. Thus, attitudes are the long-term result of many experiences and resulting beliefs (Cothern, and Collins, 1992).

Liska (1984), as cited in Cothern and Collins (1992) and McKenna, Kear and Ellsworth (1995) expanded Fishbein and Ajzen's (1975) model by incorporating contingency variables which account for variances in expectations and consequences. Liska's (1975) model was based on three culturally driven concepts: affect (emotional evaluations, conation (behavioral intentions), and cognition (subjective evaluations of consequences as related to beliefs). Liska's conclusions imply that students whose beliefs focus on consequence will demonstrate negative attitudes towards reading and writing, while students whose beliefs focus on expectations will demonstrate positive attitudes towards reading and writing.

In an effort to construct a model more conducive to considering the long-term development of reading attitudes, McKenna (1994) synthesized the work of Mathewson, Liska and others (McKenna, Kear, Ellsworth, 1995). The McKenna model postulates that an individual's attitude toward reading will develop over time principally as a result of three factors: normative beliefs, beliefs about the outcomes of reading and specific reading experiences. These factors are complex, they are subject to change and they influence one another as well as influencing attitude.

Finally, Lewis and Teale (1980) propose that educators consider reading attitudes as a multi-dimensional construct with both cognitive and affective components (Lehr, 1982). Their model of reading attitude is composed of (1) an individual developmental factor - the value one places on reading as a result of gaining insight into self or others; (2) a utilitarian factor - the value one places on reading in achieving educational or vocational goals; and (3) an enjoyment factor - the value one places on reading for pleasure. Using these models presented would allow educators to evaluate a school curriculum to determine what attitudes towards reading it promotes and to create programs that would emphasize the neglected aspects. Interest in the development and maintenance of positive attitudes toward reading is being voiced by classroom teachers, administrators and reading specialists as they seek to make reading a process that children will use throughout their lives. Attitudes play an extremely vital role in establishing this lifelong habit (Estes 1971, Huck, 1973) as cited in Heathington and Alexander, 1978.

Understanding the role of attitude in developing readers is important for two principal reasons. First, attitude may affect the level of ability ultimately attained by a given student through its influence on such factors as engagement and practice. Second, even for the fluent reader, poor attitude may occasion a choice not to read when other options exist, a condition now generally known as alliteracy (McKenna, Kear, Ellsworth, 1995). Charlotte Huck (cited in Lehr, 1982) writes, "If we teach a child to read, yet develop not the taste for reading, all of our

teaching is for naught. We shall have produced a nation of "illiterate literates, those who know how to read, but do not read." Many factors contribute to the development of an attitude. Alexander and Filler (1976) as cited in Cothern and Collins (1992) summarized and discussed their conclusions about those factors which contribute to attitude development. School achievement, self-concept, school environment, parental attitudes, teacher attitudes, gender, socioeconomic status, individual interests, instructional strategies, maturation, and intelligence are among the most prominent factors.

Cothern and Collins (1992) cites the research which lists the five theoretical dimensions that must be considered when discussing attitude development:

1. Attitude gives rise to motivated behavior which is directed toward a particular referent.

2. The intensity, quality and degree of an attitude varies on a continuum from negative to neutral to positive.

3. Attitudes exist within systems, and the attitudes within a system are interrelated.

4. Attitudes have an enduring, stable nature due to the fact that they are based on beliefs.

5. Attitudes are learned.

The primary implication for teachers is that attitudes must be assessed. Attitudes about reading exist within the individual and cannot be seen or observed in direct fashion. However, the presence of attitudes toward

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reading can be inferred from various samples. Attitudes held be a person toward reading will tend to cause that person to notice things and do things selectively. Attitude is a response thus permitting a person's attitude to be inferred and elicited by providing appropriate verbal and non-verbal stimuli. School and school-related activities (reading) are appropriate areas for attitudinal assessment because they are socially salient in the life of every student (Summers, 1976).

Nothing can be done to improve negative attitudes or to promote positive ones unless the true nature of a student's attitude is known. Reading attitude may be formally assessed a variety of ways, depending upon such factors as the teacher's objectives in assessing attitude, the time available, and the extent of the teacher training in using the instruments (Lehr, 1982). As reported by the Commission on Reading in Becoming a Nation of Readers (Anderson, et al., 1985, pg. 77) as cited in Tunnell, Calder, and Justen III, 1988, of all after-school activities, personal reading done by elementary school students is the best predictor of reading comprehension, vocabulary size, and gains in reading achievement between the second and fifth grade," then the need to know how we are affecting students reading attitudes and thereby motivating them to read independently is acute.

In attempts to mold student's lifelong habits of reading, teachers must consider the affective component of attitude. The development of positive attitudes is an important goal in teaching reading. Teachers making a concerted effort to include an affective component in their

reading instruction will naturally be interested in the effects such a component has on their student's attitudes toward reading. Teachers need to be able to show evidence that not only are student attitudes improving but that the students are becoming proficient readers (Tunnell, Calder, and Justen III, 1988). While teachers have reported that observation is the primary means employed in assessing attitudes (Heathington and Alexander, 1984), educators must acquaint themselves with instruments designed to measure and document attitudes toward reading. By routinely including informal yet structured assessments, additional credibility may be gained regarding the benefits of assessing attitude development. The information gained from these assessments can be documented, serving as a record of positive or negative fluctuations in attitudes. Changes in attitude can be pinpointed within specific time-frames in the instructional program, allowing for increased effectiveness in future planning.

Administering such instruments and incorporating activities which address attitude from developmental, corrective, or remedial perspectives would add a new dimension to reading programs (Cothern and Collins, 1992). Multiple administrations of such instruments allows for changes in attitude to be identified, creating the opportunity to alter instruction where needed. The measurement of student attitudes toward reading can add a significant dimension to the total school testing program, opening the door to an examination of the total school reading program. It will provide insights into students attitudes toward reading

that may affect the development of lifetime reading interests and habits (Kennedy and Halinski, 1975).

How can attitudes towards reading be measured? The development of positive attitudes toward reading is an important objective of the reading program. In order to determine reading attitude, a decision must be made either to let the child whose attitude is being measured read and mark the instrument being used to measure attitude, obtain verbal responses, or let an observer record the behavior of the child (Rowell, 1972). The purpose of the exercise in attitude measurement is to derive an adequate (reliable and valid) estimate of attitude without altering or destroying the sought after attitude or creating another one in the process (Summers, 1976). Instruments are available so that the individual teacher can develop insights into attitude measurement and development.

The International Reading Association pamphlet on Attitudes and Reading (Alexander and Filler, 1976) as cited in Summers (1976) provides a good array of suggestions for the creation of informal techniques including observation, interviews, questionnaires, incomplete sentences, summated rating scales and semantic differentials. The text has a strong section on the teacher's role in developing and maintaining positive attitudes toward reading. Similarly, Summers (1976) reports and explains how to measure reading attitudes under three headings: self-report instruments, direct observation and projective techniques.

Each section lists and discusses specific techniques to measure attitudes, with a complete bibliography attached.

Ewing (1977), as cited in Lehr (1982), discusses several methods of assessment and their advantages and disadvantages, including attitude scales, self-reports and interviews, and semantic differential techniques. Epstein (1980), as cited in Lehr (1982), provides detailed discussions of a range of assessment techniques and offers examples of 14 instruments. Finally, a comprehensive review of the types of instrumentation available for the measurement of attitudes toward reading has been done by Zirkel and Greene (1976). A selection of alternative approaches to measuring reading attitudes in the elementary grades is presented. Educators have available to them direct ways that they can measure attitudes toward reading. If these instruments are used to check reading attitude early in the year, changes in attitude can be detected by using the instrument later in the year and comparing the results with the earlier score. It is important to determine attitudes toward reading. A preliminary step to changing or reinforcing attitudes is that of determining attitudes. Attitudes toward reading cannot be seen apart from the total child outlook. The value of the test lies only in what is done with the insights gleaned (Boning and Boning, 1957).

Faced with the need to help children develop good reading skills and a positive attitude toward reading, which way do teachers learn? Do they try to assess their student's attitudes, and do they plan activities

specifically to encourage positive attitudes? A recent survey in the southeastern United States indicates that while teachers see attitudes as important, they spend little time specifically fostering good attitudes, and few of them are aware of instruments they might use to assess children's attitudes toward reading (Heathington and Alexander, 1984). How children feel about reading is intimately related to their success at it and since attitudes develop early, the elementary school years are crucial (Fredericks, 1982). Davis (1978), as cited in Fredericks (1982), suggests that teachers need to be aware of student's attitudes when planning instruction, and that careful planning can help learners develop positive attitudes. If we want the teaching of reading to count, negative attitudes toward this potent skill must be changed (Koe, 1975).

Heathington and Alexander (1984) conducted a survey of teachers which investigated issues related to teachers' attention to attitudes toward reading in their classrooms. From the survey it showed that teachers do consider developing attitudes toward reading to be important, rating it higher than all other activities listed except comprehension. However, they reported spending little class time focused strongly on developing positive attitudes toward reading. Two reasons for these conflicting responses may be that teachers feel pressured to use classroom time on developing skills in reading, or that they feel that if they develop students' skills, they will concurrently improve students' attitudes toward reading (Heathington and Alexander, 1984). More information on assessing affective dimensions of reading

needs to be presented to teachers. Teacher training needs to focus on the assessment of attitudes and their importance in the reading program. It is imperative that teachers understand the importance of developing positive attitudes toward reading. This important aspect, if neglected in the elementary grades, will have serious consequences in students' future experiences with reading.

An appropriate bridge between the theoretical context and the specific instrumentation issue of developing positive attitudes toward reading is the area of motivation (Hake, 1969) cited in Zirkel and Greene, 1976. Reading programs should have at least two major thrusts. One should be directed toward helping students become proficient readers. The other should be directed toward creating students who are motivated to read (Johns, 1978). While motivating all students is one of the most difficult assignments of teaching, there are ways to stimulate readers. Teachers can provide opportunities to facilitate learning and develop a more positive attitude toward reading, thus creating a more attractive and stimulating environment (Casteel, 1989). A positive change in the environment by teachers will enable them to capture students' interest and thus produce eager readers. This change in attitude toward reading effects a change in their learning behaviors so that their whole being becomes involved. Attitudes are thus closely related to motivation (Mill, 1960). Teachers are generators in developing a positive environment in their classrooms. Stone (1984), cited in Casteel (1989), generalized that a teacher can manipulate the

learning environment to change a students' behavior toward reading. What is paramount here is that teachers can control the reading environment of their students with positive changes and help produce life-long eager readers. The end or goal of reading instruction should be to produce students who can and who want to read. Teachers must understand that they need to be the primary decision makers in matters of instruction (Morrow, 1985).

Teachers must employ strategies and techniques that will bring about positive attitudes and a motivation to read. If teachers cannot instill the motivation to learn through reading, our students will be learners and readers in school only, not lifelong learners and lifelong readers. And, as their teachers, we will have failed them (Ecroyd, 1991). Jim Trelease (1989), perhaps the United States' best known advocate of reading aloud to children, says, "that reading aloud is motivational, that desire is the 'lead role'." He calls reading aloud "advertising" a commercial for the joy of reading. Reading aloud can successfully motivate students to read on their own (Ecroyd, 1991). When students listen to a teacher, they are receiving a message that reading is important. As Bill Halloran (1976), cited in Ecroyd (1991), states:

> It is the teacher's job to be the leader, the motivator, the stimulator, the one who creates and exciting atmosphere. Reading aloud can provide this atmosphere, this motivation.

Students in elementary and middle schools should experience the delight of oral reading. Teachers should read daily to their students. such oral reading should be considered an integral part of the instructional program. It is an essential ingredient in the total reading program (Johns, 1978). Reading aloud allows a child to sample the delights of reading and conditions him to believe that reading is a pleasurable experience. Somehow we've lost touch with the teaching precept: What you make a child love and desire is more important that what you make him learn (Trelease, 1989, pg. 10-11).

Nearly all children begin school with the expectation they will learn to read and that it will be fun. By fourth grade the great expectations are over and disillusionment sets in. In other words, by the time the student reaches fourth grade - when all the separate reading skills he's acquired are supposed to coalesce so he can use them to begin learning from books - he's lost interest (Trelease, 1989, pg. 11-12). If students are not read to, if day after day the only reading they hear is the drone of fellow members in the "turtle" reading group, they are certain to finish the year sounding like a "turtle." We need to balance the scales and let children know, through reading aloud, that there is more to reading than worksheets - and it must be done before they close the door on reading for the rest of their lives. The child who is unaware of the riches of literature certainly can have no desire for them (Trelease, 1989, pg. 12).

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Youngsters of all ages should experience the pleasure of oral reading. Teachers should make every attempt to read daily to their students. Reading aloud will motivate students to embark on other areas of interest (Casteel, 1989). Teachers who read orally to students provide an experience that can motivate them to find additional books by the same author. Most important, students are given an opportunity to enjoy reading (Johns, 1978). When students hear a story often they are motivated to read it themselves. It stimulates and expands their interests and appreciation of literature. Reading aloud provides experiences that cannot be replicated by other activities. It should be a regular part of the students' daily classroom schedule. Reading aloud can make a lasting contribution to helping students become effective and enthusiastic readers (Smith, 1989). According to Frick (1986), it is a valuable tool which all students can enjoy, it's an absolutely pleasurable and relaxing experience for all. Motivation is the most important reason to read to older students. Students have listed reading aloud as a positive activity in their reading experience, conveying the joy of reading itself.

Artely (1975) reminds teachers of how students enjoy and remember being read to. He surveyed 100 junior and senior education majors asked them to recall what turned them on or off about reading when they were in elementary school. Artely noted, "The greatest number said that teachers reading to the class on any level was the thing they remembered and enjoyed most." They referred to such

teacher attributes as enthusiasm, personality, and a favorable attitude toward reading. For such teachers, reading is the most important activity that takes place during the day. Their responses tell us that teachers who sense the importance of reading as a vital force in the development of young people, who see reading as an important activity that they will read aloud during the day, produce students who enjoy reading and be efficient readers.

After surveying elementary students, Bruckerhoff (1977) reported the ways that teachers helped foster positive reading attitudes. According to the students, some of the teacher activities that helped develop their competence and interest in reading were: the teacher being excited about a book, the teacher themselves liked to read, in fourth grade the teacher would read a chapter out of a book until the book was finished, and reading aloud. What students have indicated is that the most important educational experience happening to a student is his teacher.

A survey of 520 elementary school children, summarized by Mendoza (1985), states that when asked, "Do you like to be read to?", an overwhelmingly positive response was found. Among primary children (K-3), 94% of the boys responded affirmatively, and 95% of the girls. In the intermediate grades (4-6), the percentages were 74% of the boys and 73% of the girls responded affirmatively. These results furnish evidence that we should no longer assume that once children advance beyond the primary grades they prefer to read for themselves. Children

throughout elementary grades overwhelmingly enjoy being read to and to capitalize on this interest, teachers and parents should read to their children as much as possible throughout the elementary school years.

Huck (1979) notes that once children reach the middle grades, little time is provided for children to read and be read to. She feels this is ironic because that is the time when they "learn to love reading." Huck professes that, "teachers must commit themselves not only to teaching children to read but to help children to become readers - children who can read, will read, and will want to read." In Becoming a Nation of Readers, the Commission on Reading stated: "There is no substitute for a teacher who reads children good stories. It whets the appetite of children for reading and provides a model of skillful oral reading. It is a practice that should continue throughout the grades," cited in Trelease (1989, pg. 36).

Experts feel that the role of the teacher's attitude is vital in developing readers. Perez (1986) states that schools are expected to develop children who value and enjoy reading. Teachers play an active role in awakening children to the rewards of lifelong reading. The teacher who values reading as an important part of their lives will be more successful in developing a love of reading in children. The teacher's overwhelming faith in the value of reading is essential because "you can't sell something you don't believe in yourself." "Unless teachers like to read and can communicate this joy to their students, they may have trouble convincing them that reading is something they

will enjoy too." Perez states that teachers can model their enthusiasm by reading aloud to children every day. As teachers read aloud, students can just relax and enjoy the experience. As a result, children may learn to associate reading with pleasure. Teachers will be showing children that reading is something they enjoy and value. Teachers have a choice to make inn motivating children to become life-long readers. They can either preach on the joys or they can model what a reader who enjoys reading does. What the teachers do will ultimately depend on how much they truly believe in the importance of reading.

No child comes to school intending to hate reading. Rather, most children come to school with high enthusiasm. No teacher ever does anything with the deliberate intention of making children hate reading. And, for that matter, there are no materials available, nor have there ever been any, designed with the intent to cause students to hate reading (Estes and Johnstone, 1977). They suggest that teachers should take as much care with the effects of their teaching on student's feelings and predispositions (attitudes) toward reading as they take with the development of their abilities. Children must come to see reading as something they do, rather than as a task imposed on them. Students control their reading, inevitably: the teacher must serve to facilitate reading, making children free to read in the hope they will love it.

According to Mooney (1994), it's the scheduled sessions where you read a book to the children that are a key factor in the development of the children's attitudes toward books and toward themselves as

readers. When you present the author's ideas with as much enthusiasm as if they were your own, you sell books as a source of comfort, delight, challenge and information. You sell reading as a rewarding and a pleasurable activity. Mooney (1994) states that the obvious enjoyment a teacher gets from the books, as well as the satisfaction with the act of reading, will help children establish a positive disposition towards reading. Continued pleasurable experience will turn positive attitudes into a desire to be a reader.

Willems and Willems (1978) state a read-aloud program is crucial to the success of any effective reading curriculum at the elementary school level. Teachers cannot help but affect children's attitudes. By showing positive attitudes toward reading activities, they can lead children to positive attitudes. Teachers must consider the positive effects of a read-aloud program and incorporate it into the classroom curriculum. The purpose of reading on their own and expand their interests. As stated by Searls (1984), the ultimate goal of reading instruction is to produce readers who not only can read but do read, and will continue reading the rest of their lives.

What is it that makes the centuries-old practice of reading aloud so important? Trelease (1989, pg.2) answers simply, "the same reasons you talk to a child: to reassure, to entertain, to inform or explain, to arouse curiosity, and to inspire - and to do it all personally. All those experiences create or strengthen a positive attitude about reading, and attitude is the foundation stone which you build appetites."

The Center for the Study of Reading recommends that reading aloud "continue through the grades." The battle for literacy is far from over by the time a child reaches fourth grade, when most basic skills have already been taught. By these middle grades, the excitement they initially experienced in learning to read in the first grade has given way to boredom or frustration (Trelease, 1991). This, in turn, has an enormous negative impact on reading. If you don't read much, you simply won't improve. Once you have assimilated the basic skills, the only way to get from a fourth-grade reading level to a ninth or twelfth-grade reading level is by reading. Children will not read if they have come to hate it. And there's where being read to makes one of its most important contributions to children's lives. It serves as a living commercial for the pleasures of reading. It advertises how much fun reading stories and books can be (Trelease, 1991).

In order for reading aloud to be universally accepted, teachers must be firmly convinced of its legitimacy. Reading is an accrued skill: the more you do it, the better you get at it; the better you get at it, the more you like it; and the more you like it, the more you do it (Trelease, 1989). And they will not read it if they hate it. Reading aloud works directly on converting negative attitudes to positive ones. Reading aloud is the most effective advertisement for the pleasures of reading. Reading aloud allows a teacher to model the way and the why of reading and in so doing will inspire students to try this magic call reading.

Reading aloud is a critical factor in the creation of a nation of readers. along with everything, according to Trelease (1989), reading to students can be considered "seed money" in reaching tomorrow's parents. The student who never sees or hears an adult reading aloud for pleasure is unlikely to grow up and read to children. Reading aloud to the student improves the chances the listener will someday read to his/her child.

Teaching children how to read is not enough; we must teach them to want to read. Forty years of programmed learning proves it. We have produced a nation of schooltime readers, where the objective should be lifetime readers. But if the school reading experience is so life-leeched that the student never reads outside of the class, the system has failed. The missing ingredient is reading aloud to children. No one ever gave up reading because they were read to. Chances are they started reading because of it (Trelease, 1989).

Koeller (1981) reviewed and analyzed twenty-five years of The Reading Teacher, noting that using children's literature in the elementary reading program had been a recurring theme. She states that the elementary school experience plays a large role in developing attitudes toward reading and toward books. Throughout the issues of The Reading Teacher, pertinent research studies are cited and their implications for classroom instruction are pointed out. The findings indicate that what the experts said in the 1950's were true: when you satisfy reading interests, you foster efficiency in reading. Studies by

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Bowen (1964) and Bissett (1969), as cited in Koeller (1981), showed that there was a significant increase in the amount of student reading when students were read to, had access to a variety of reading materials and when they had opportunities to discuss these materials with the teacher and with each other.

Eldredge and Butterfield's (19986) research showed that a literature program produced better readers in comprehension and attitudes toward reading. These researchers studied five experimental approaches to reading instruction to determine if they would be more effective than the traditional reading approach. The findings of this study indicated that using children's literature to teach reading had a positive effect upon student's achievement and their attitudes toward reading improved. The attitudes of students using basal readers decreased during this time period. The researchers suggested that children who enjoy reading will actually read more, which will result in reading achievement gains.

Porter (1969) conducted research to determine if fourth, fifth and sixth grade students' reading abilities and interests would be increased by a program of reading aloud. Porter trained twenty-one high school juniors to read aloud to one thousand two hundred two children in forty-two fourth, fifth and sixth grade classes as several schools in inner city Columbus, Ohio, bi-weekly for twenty weeks. The students were pretested and divided into a control and an experimental group. The control group was not read to. By analyzing the data, the total

experimental group differed significantly from the total control group in vocabulary, comprehension, total reading and interest in reading. The fourth grade had greater significant differences between groups than the fifth and sixth grades. Porter (1969) concluded that teachers should see the importance of providing time for reading aloud, especially in the inner-city schools. She recommended that teachers make time for reading aloud in the classroom, since it contributed to both achievement and interest in reading.

Ultimately, the goal is to have students use reading skills to learn and select reading as a recreational activity on a lifelong basis. Reading aloud is one medium to motivate children to want to read. Many authorities (Neal and Anderson, 1979; Petty, Petty and Becking, 1973; Reed, 1972; Tanyzer, 1972) as cited in Anderson (1984) have concluded and suggest that teachers must incorporate more literature into the reading program as a basic component of the overall instructional program.

Law (1977), as cited in Estes and Johnstone (1977), surveyed remedial reading students in an attempt to find out what causes attitudes toward reading to change. The results of Law's research was the clearest factor responsible for positive attitude change in those reluctant readers minds was prominently displayed and usage of paperback books. This factor distinguished children who had come to like reading from those who continued to dislike it.

Lowery and Grafft (1968) conducted a study to measure the effects of paperback books upon the attitude of fourth grade students. The study was conducted over an eight week period in six fourth grade classrooms in Oakland, California. Three comparison groups were used. One control class, one Experimental I and one Experimental II were selected from schools in the middle socio-economic areas. The other half of the sample came from low socio-economic area schools. to measure attitudes, a variation of the Projective Tests of Attitudes were given as a pretest and a posttest. The test was administered orally, one at a time, with responses tape-recorded.

In the Experimental I classes, fifty-six students were supplied with paper books arranged on library tables. Students and teachers read from these books. the Experimental II classes, fifty-eight students were supplied with clothbound books which had the same title as the paperback books. The students were encouraged to browse and to read these books which were arranged on library tables. The control classes, fifty-three students, went to their school library to obtain books on a regular basis. No supplementary books were placed in the control classrooms. The use of the paperback books, clothbound books and library books were supplementary to the basic reading textbooks.

The results of this study led to the conclusion that the attitudes of the tested children were significantly affected by the supplemental use of paperback books. The students who used the paperbacks showed significant increases in their number of pleasant or positive attitudes and

a decrease in their number of negative attitudes. All the Experimental groups had the same titles and the same access of the reading of the books, but the Experimental groups with the clothbound books showed no significant changes in their posttest attitudes. It seems that there is "something" about the paperback book which has an important and positive effect upon the attitudes toward reading of fourth grade students.

Cohen and Kulik (1981), cited in Anderson (1984), studied and conducted a meta-analysis of sixty-five major studies of student tutorial programs. They concluded that tutorial programs contribute to the growth of children at both the cognitive and attitudinal levels. Anderson (1984) studied a volunteer tutorial program in Baltimore, Maryland. The program involved seventy-five Advanced Placement and Honors high school students and parent volunteers to read aloud to third and fourth grade students who were performing at least six months below grade placement on the California Achievement Test. The students were read to individually for approximately forty-five minutes per day during a spring semester. A wide variety of literature was categorized from which the tutors could choose. All tutors received an annotated copy of all available materials which included readability level and approximate grade and interest levels. A Record of Free Reading form was provided for the tutees to record all books read by the tutor. At mid-semester and at the end of the semester, tutors and teachers were interviewed about the read-aloud tutorial program. Both teachers and tutors reported an

increase of positive attitudes and higher interests in achievement in academic subjects. This program coincided with the results of Cohen and Kulik (1981).

It has been reasoned that students who don't read, might develop interests in reading if they were given an opportunity to "see the treasures" that lie within the covers of written books. Since many students at the middle school level either can't or won't read literature, why not read these books to them. In this way, students could be introduced to the joy of reading and their store of knowledge essential to cultural literacy would continue to grow. Herrold, Stanchfield and Serabian (1987) conducted a pilot study to examine the effect of a read-aloud program in literature on the attitudes of middle school students toward reading. It was hypothesized that student attitudes toward reading would be positively affected if teachers read literature to their students. A randomly selected group of 70 teachers read adolescent literature to a sample of 1,673 sixth, seventh and eighth grade students from four regions of the United States and one region in Europe, for 15 minutes, four days a week for 12 weeks. Students were given the "Reaction Toward Reading Attitude" by Stanchfield (1986), Form 1 and Form 2, as a pretest and a posttest. Analysis of the data indicated little or no difference in student attitudes toward reading was generated. Further analysis resulted in concluding that simply too little time had elapsed between the pre and post assessments.

The main objective of this pilot study was to assess student attitudes toward reading. A scale was developed to quantify this variable under study. The Reading Reaction Index (RRI) was developed to meet this need. The RRI is a measure of a student's attitude toward reading. Analysis of standard deviations for RRI mean scores showed that responses were tightly grouped and highly consistent across all regions. A t-test revealed that in every region the average for girls were significantly (p.05) higher than that of the boys. Both groups, however, responded with what can be considered a positive attitude toward reading.

This pilot study has developed baseline data and a working research team for the continuation of a three-year project funded by the International Reading Association. The goal of Project A.R.I.S.E. (Adolescent Reading Increase Student Effectiveness) is to increase the effectiveness of students during the critical "last chance" adolescent years. It was hypothesized that students who don't or won't read may still be taught to when given the opportunities to hear literature. This pilot study demonstrated that a student's attitude can be positively changed when literature is read to them.

Cosgrove (1987) conducted a similar study to examine how regular listening to oral reading by a teacher will effect fourth and sixth grade students' reading comprehension, attitudes toward reading and time spent reading independently. The study measured only one variable - attitude or reading habit or comprehension - with one group of

subjects within one location. Two hundred twenty-one fourth and sixth grade students from six diverse school systems in Connecticut, were read for twenty minutes, three times a week for a twelve week period. Pretests and posttests were given using the Estes Scale to Measure Attitudes Toward Reading, the Degrees of Reading Power Test. Student time-logs and student interviews were analyzed at the conclusion of the study. Statistical analysis of the data revealed a significant difference between the experimental and control groups in all three areas. Analysis of both the qualitative and quantitative data supported each other. Results indicated that students exposed to oral reading of literature engaged in more recreational reading, scored better on reading comprehension tests, and have a better attitude toward reading ($p<0.05$) than students not exposed. The results of this study suggest that improvements in students' attitudes, comprehension, and time spent reading is possible through an oral reading program.

Nagan (1994) conducted a study of the effectiveness of an immersion-in-literacy program in a first grade classroom. A Reading Attitude Survey was given at the beginning of the 1993 school year to find out the student attitudes toward reading. Six of the twenty-two students (all six were boys) indicated that they had a negative attitude toward reading. The researcher set up her classroom so that it fostered literacy development, creating a print-rich environment and a classroom library. The researcher included reading aloud to the students and shared reading everyday. A home reading program and cross-aged

reading by fourth graders were added for the second half of the year. A second Reading Attitude Survey was conducted at the end of the first half of the year. The results indicated that five out of the six boys had changed their attitudes toward reading. A third Reading Attitude Survey was given at the end of the school year. The results indicated that all students, including the six boys, had a positive attitude toward reading, they enjoyed reading and felt that they were readers. These findings suggest that the classroom environment and the experiences students had with literacy played an important role in changing students' attitudes toward reading.

In summary, the research has demonstrated that attitudes toward reading can be assessed, and teachers need to be informed of the benefits of knowing a student's attitude toward reading. Research has shown that reading aloud is an effective tool for helping students increase their interest in reading and in developing a positive attitude toward reading. Further research is needed to investigate the permanency of any attitudinal change by reading aloud, and would there be different results if the study was conducted over a shorter or longer period of time. Research does not indicate to what extent reading aloud has on a student's attitude toward reading. Research has shown that reading aloud is not an integral part of the instructional day for most students. Its full potential has not been realized.

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Appendices

Appendix A

Estes Scale to Measure Attitudes Toward Reading

CIRCLE ONE

Student Number _____ BOY GIRL

Directions: Reach each statement carefully. Decide how you feel about each statement. Circle the word or words to describe how you feel about each statement.

1. Reading is for learning but not for enjoyment.

Strongly Agree Agree Undecided Disagree Strongly Disagree

2. Money spend on books is well spent.

Strongly Agree Agree Undecided Disagree Strongly Disagree

3. There is nothing to be gained from reading books.

Strongly Agree Agree Undecided Disagree Strongly Disagree

4. Books are a bore.

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. Reading is a good way to spend spare time.

Strongly Agree Agree Undecided Disagree Strongly Disagree

6. Sharing books in class is a waste of time.

Strongly Agree Agree Undecided Disagree Strongly Disagree

7. Reading turns me on.

Strongly Agree Agree Undecided Disagree Strongly Disagree

8. Reading only good for grade grubbers.

Strongly Agree Agree Undecided Disagree Strongly Disagree

9. Books aren't usually good enough to finish.

Strongly Agree Agree Undecided Disagree Strongly Disagree

10. Reading is rewarding to me.

Strongly Agree Agree Undecided Disagree Strongly Disagree

11. Reading becomes boring after about an hour.

Strongly Agree Agree Undecided Disagree Strongly Disagree

12. Most books are too long and dull.

Strongly Agree Agree Undecided Disagree Strongly Disagree

13. Free reading doesn't teach anything.

Strongly Agree Agree Undecided Disagree Strongly Disagree

14. There should be more time for free reading during the school day.

Strongly Agree Agree Undecided Disagree Strongly Disagree

15. There are many books which I hope to read.

Strongly Agree Agree Undecided Disagree Strongly Disagree

16. Books should not be read except for class requirements.

Strongly Agree Agree Undecided Disagree Strongly Disagree

17. Reading is something I can do without.

Strongly Agree Agree Undecided Disagree Strongly Disagree

18. A certain amount of summer vacation should be set aside for reading.

Strongly Agree Agree Undecided Disagree Strongly Disagree

19. Books make good presents.

Strongly Agree Agree Undecided Disagree Strongly Disagree

20. Reading is dull.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Appendix B

Pretest and Posttest Raw Scores

Student	Pretest	Posttest
1	84	76
2	95	87
3	84	87
4	63	79
5	65	73
6	85	83
7	74	54
8	73	74
9	40	69
11	87	67
12	47	70
13	83	86
14	84	91
15	94	75
16	77	89
17	82	95
18	78	75
19	65	45
20	86	82
22	82	81
23	58	57
24	84	84
25	85	90
26	67	67
27	82	75
28	57	75

Appendix C

Boys Pretest and Posttest

Raw Scores

Student	Pretest	Posttest
1	84	76
5	65	73
7	74	54
9	40	69
11	87	67
12	47	70
13	83	86
14	84	91
15	94	75
16	77	89
17	82	95
22	82	81
23	58	57
24	84	84
26	67	67
27	82	75
28	57	75

Appendix D

Girls Pretest and Posttest

Raw Scores

Student	Pretest	Posttest
2	95	87
3	84	87
4	63	79
6	85	83
8	73	74
18	78	75
19	65	45
20	86	82
25	85	90